



LOCATING AND INTEGRATING DATA TO SUPPORT OUR WORK

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Session Focus

- Discuss challenges to integrating and using data
- Facilitate a discussion regarding where to locate data outside our purview and the potential benefits of incorporating such data with our own
- Share ways in which we have used outside data to strengthen our work
- Share considerations to keep in mind when seeking and integrating external data



Why Integrate data

- Sound decision-making -> Intentional and meaningful change
 - Program improvement
 - Increase student learning and success
 - Increase opportunities for Communities of Practice
 - Alignment with institutional priorities
- 


Steps to Integrating Data

- Identify the opportunity
- Identify key stakeholders
- Data Collection
 - Identify applicable data from multiple sources (within and outside student affairs)
 - Collect additional data, if necessary
- Develop an action plan based on data
- Implement action plan
- Evaluate the action plan



Identify Opportunity

What or who is the driving force?

- Mission and Vision
 - Goals
 - Learning Outcomes
 - Strategic Planning
 - A particular administrator
- 



Identify Stakeholders

- Dependent on the opportunity – divisional or institutional focus
- Area of expertise
- Level of commitment




Data Collection

Existing Data

- Institutional Enterprise Data
- Institutional and National Surveys
- External Data


Reasons to collect new data

- 
- Existing data does not address the topic
 - Existing data only scratches the surface of the topic
 - Existing data is myopic



Institutional Data

Questions to consider:

- What type of institutional data would support the topic area?
 - What types of data are readily available on your campus?
 - where is it housed
 - who are the “gatekeepers”
- 



Types of institutional data

- Institutional Indicators
- Fact Books or Fact Files
- Enrollment Data
- Institutional Research Reports: Retention and Graduation Rates

Institutional or strategic indicators

<http://oaa.osu.edu/irp/stratind.php>



Institutional Research and Planning - Windows Internet Explorer provided by Office of Student Life

http://oaa.osu.edu/irp/stratind/2007/stratind07.php

File Edit View Favorites Tools Help

Convert Select

Institutional Research and Planning

Home RSS Print Page Tools



Strategic Indicators 2007

[Quick Find - Indicators and Measures](#)

[Dashboard View of Indicators](#)

[College Level Data](#)

Strategic Indicator Report

[Introduction and Executive Summary](#)

Academic Plan Goals

[Build A World Class Faculty](#)

[Define Ohio State as a Leading Land Grant University](#)

[Enhance the Quality of the Teaching and Learning Environment](#)

[Enhance and Better Serve the Student Body](#)

[Create a Diverse University Community](#)

[Help Build Ohio's Future](#)

[Appendix - Data Definitions](#)



Internet 100%

DePaul's fact file

<http://oipr.depaul.edu/factfile/newfactfile.asp>

OIPR Home - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://oipr.depaul.edu/factfile/newfactfile.asp>

DEPAUL UNIVERSITY
Office of Institutional Planning and Research

Search with Google **Go**

OIPR Home **Fact File** Common Data Set Reports Enrl/Rev Model Analytical Tools Other Resources

Fact File by year

- [2005/06 - 2009/10](#)
- [2004/05 - 2008/09](#)
- [2003/04 - 2007/08](#)
- [2002/03 - 2006/07](#)
- [2001/02 - 2005/06](#)
- [2000/01 - 2004/05](#)
- [1999/00 - 2003/04](#)
- [1998/99 - 2002/03](#)
- [1997/98 - 2001/02](#)
- [1996/97 - 2000/01](#)
- [1995/96 - 1999/00](#)

Quick Links

- [DePaul Related Websites](#)
- [Faculty](#)
- [Management Information](#)
- [Student](#)
- [Surveys](#)

OIPR Home » Fact File » Profile 2005/06 - 2009/10


Fact File

Provides standardized data, conduct research studies on areas of concern, and support policymaking and management processes through professional participation in relevant discussions.

Factfile of DePaul University (2005/06 - 2009/10)

- ▶ [Section 1: Enrollment Trends](#)
- ▶ [Section 2: Demographic Characteristics of Students](#)
- ▶ [Section 3: Admission Profile of New Students](#)
- ▶ [Section 4: Resident Student Statistics](#)
- ▶ [Section 5: Degree Recipients](#)
- ▶ [Section 6: Student Financial Aid & University Finances](#)
- ▶ [Section 7: Faculty & Staff Statistics](#)
- ▶ [Section 8: Other University Statistics](#)

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Institutional and National Surveys – Things to consider

- Psychometrics
 - Instrument development
 - Validity
 - Reliability
 - Conceptual Framework
- Sampling
- Administration
 - Research Team
 - IRB
- Cost (National)
- Benchmarking (National)



External Data


- Integrated Postsecondary Education Data System
 - Common Data Set
 - Other sources
- 

Integrated Postsecondary Education Data System (IPEDS)


The screenshot shows the IPEDS website in a Windows Internet Explorer browser window. The browser title is "The Integrated Postsecondary Education Data System - Home Page - Windows Internet Explorer". The address bar shows "http://nces.ed.gov/ipeds/". The website header includes the logo for the National Center for Education Statistics (IES) and the U.S. Department of Education, Institute of Education Sciences. The main navigation menu includes: Home, About, Newsroom, Training & Outreach, IPEC: IPEDS R&D, Publications, Glossary, Data Provider Center, Staff, and Help. The main content area is titled "INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM" and features a search bar for "Search IPEDS". Below the header, there are several sections: "Welcome to IPEDS" (the primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States), "COLLEGE Navigator" (Start a college search here. Find institutions, compare them side-by-side, print and save the results, and more.), "IPEDS DATA CENTER" (Start data analysis here. Compare institutional data, create reports, download data files, and more.), and "IPEDS TABLES LIBRARY" (Find tables here. View and download national and state level data tables on enrollments, graduation rates, institutional prices, student financial aid, faculty and staff, and more.). On the right side, there is a "This Week in IPEDS" section for September 1, 2009, listing two items: "Upcoming AIR/IPEDS Workshops" and "New Data Available on College Navigator". Below that is an "ANNOUNCEMENTS & ALERTS" section with several entries: "July 30, 2009 - Changes to 2009-10 IPEDS" (This document describes the changes to the 2009-10 IPEDS data collection.), "July 9, 2009 - Creating a Custom Comparison Group for the 2009 IPEDS Data Feedback Report" (Information and instructions on creating a custom comparison group of schools that can be used as part of an institution's 2009 IPEDS Data Feedback Report.), "April 30, 2009 - New Training Video Available for the IPEDS Data Center" (A training video is now available for NCES' new IPEDS Data Center.), and "April 6, 2009 - Where in the World Are the Peer Analysis System and Dataset Cutting Tool? Announcing the Release of the IPEDS Data Center". The browser's taskbar at the bottom shows the Start button, the active window "The Integrated Posts...", and the system tray with the time "9:14 AM".

What is IPEDS?

- Integrated Post Secondary Education Data System
- Series of surveys sent out from the NCES (National Center for Education Statistics)
- Gathers information from colleges and universities across the country who participate in federal student aid programs
- Any institution that participate in federal student aid programs must publicly report their data (over 6700 schools annually report)
- Colleges, universities, federal agencies have a shared interest and investment in this information



What data are available in IPEDS?

- Institutional characteristics
 - Enrollment
 - Student financial aid
 - Degrees conferred
 - Student persistence
 - Human resources
 - Finance
- 

An IPEDS Example

OSU vs. Peer Institutions: Student Services Expenditures per FTE

HEPI Adjusted

Student Services / FTE

	FY03-04	FY04-05	FY05-06	FY06-07	FY07-08	FY09-10
OSU	\$ 4,345.36	\$ 3,666.52	\$ 3,849.37	\$ 3,966.79	\$ 3,692.61	\$ 3,351.00
Peer High	\$ 17,489.96	\$ 14,623.08	\$ 15,074.85	\$ 15,454.33	\$ 15,010.75	\$ 15,526.01
Peer Mid	\$ 8,168.75	\$ 6,474.18	\$ 6,846.86	\$ 7,360.60	\$ 8,106.82	\$ 8,182.44
Peer Low	\$ 5,127.10	\$ 4,255.87	\$ 4,148.58	\$ 4,822.76	\$ 5,235.34	\$ 5,114.97

Common Dataset (CDS)

- Available on most IR websites
- Originally developed to provide a central source for publications to get institutional data
- Cleaner and simpler than IPEDS
- Lacks flexibility
- Consistent definition of terms
- http://oaa.osu.edu/irp/irosu_cds.php

What data are available in the CDS?


- General Information
- Enrollment and Persistence
- Admissions data (Transfer and First-Year)
- Academic Offerings and Policies
- Student Life
- Annual Expenses
- Financial Aid
- Instructional Faculty and Class size
- Degrees conferred

Other Sources of Data

- Specialized Consortia/Associations
 - The Association of American Universities Data Exchange : <http://aaude.org/>
 - Council of Independent Colleges (CIC):
<http://www.cic.edu/makingthecase/index.asp>
- Accountability tools
 - Voluntary System of Accountability (VSA)
 - University and College Accountability Network (UCAN)
- State Coordinating Boards
 - <http://www.flbog.org/resources/quickfacts/>
 - <http://regents.ohio.gov/perfrpt/index.php>





Develop and Implement an Action Plan

- Determine responsible parties
 - Develop goals and outcomes based on data and needs of stakeholders
 - Develop metrics, rubrics, milestones and resources
 - Determine methodology for collecting data
- 




Evaluate

- Assess the action plan based on the determined metrics, rubrics, and milestones
- 



Example: DePaul Adult Student Affairs

- Identify the opportunity
 - Increase academic student success for adult students
 - Identify Key Stakeholders
 - Division of Student Affairs, Office of Adult Student Affairs, undergraduate adult students, faculty teaching undergraduate adult students
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DePaul Adult Student Affairs

- Data Collection

Existing Data

- Review university data to determine undergraduate adult population (majors, colleges, course enrollment patterns)
- Select courses with highest undergraduate adult enrollment and link to faculty.

New Data

- Interview 10-15 faculty regarding adult academic success skills
- Collect data from students regarding their own academic skills through a survey and idea wall

DePaul Adult Student Affairs

- Develop and Implement Action Plan
 - Determine academic success skill focus, outcomes for each skill and goals of the program
 - Determine who is responsible for delivering training and how it will be done (online, workshop format, etc)
 - Determine the rubrics and metrics that will be used to evaluate the outcomes and goals
 - Determine the resources needs to deliver the workshops and training

Evaluate


- Use outcomes and metrics to determine success of the program

Example: OSU African American Male

- Identified the opportunity
 - African-American Male retention lowest in the university
- Identified Key Stake holder
 - Office of Multicultural Affairs, Office of Academic Affairs, Office of Student Affairs
- Data Collection
 - Reviewed assessment data from Multicultural center programs realized little to attendance by African-American Males
 - Conducted Focus group interviews with African-American Male students to understand experience



OSU African American Male


- Develop and Implement Action Plan
 - Identified need for increased support for African-American Male Students
 - Created the Todd A. Bell National Resource Center on the African American Male
 - Evaluate
 - Assessment of program and services (Ongoing)
 - Participates in the Universities program Review process
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OSU Student Employment

- Identified Opportunity
 - Student Employment (Learning Environments) identified as a key function by VP
- Identify Key Stake Holders
 - Student Life Department and student staff supervisors
- Data Collection
 - Collected descriptive data from the University data system (4000 students employed)
 - Student Employee outcomes study
 - leadership skills
 - interaction
 - lacked opportunities for critical thinking skills




OSU Student Employment

- Develop and Implement Action Plan
 - As a result departments are beginning to develop specific learning outcomes for student employees
 - Developed marketing plan for student employment opportunities
 - Evaluation
 - On-going
- 



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